

CHARLES B DuBOSE MIDDLE

1000 DuBose School Road
Summerville, South Carolina 29483

GRADES 6-8 Middle School

ENROLLMENT 942 Students

PRINCIPAL Raymond A. Burke 843-875-7012

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	24	4	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	No

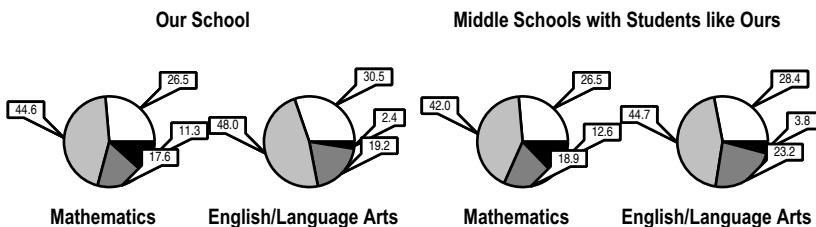
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	928	99.9	30.4	48.1	19.2	2.4	29.7	Yes	Yes
Gender									
Male	463	99.8	34.4	48.5	16.2	0.9	25.4		
Female	465	100.0	26.4	47.6	22.2	3.8	34.0		
Racial/Ethnic Group									
White	640	99.8	26.7	48.5	22.3	2.6	34.0	Yes	Yes
African-American	264	100.0	39.3	46.9	11.7	2.1	19.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	30.0	40.0	30.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	784	99.9	24.2	51.1	21.9	2.8	34.0		
Disabled	144	100.0	64.1	31.3	4.6	0.0	6.1	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	927	99.9	30.3	48.1	19.2	2.4	29.7		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	925	99.9	30.2	48.2	19.2	2.4	29.8		
Socio-Economic Status									
Subsidized meals	410	100.0	39.0	45.0	15.0	1.1	22.1	Yes	Yes
Full-pay meals	518	99.8	23.9	50.4	22.4	3.3	35.5		

Mathematics - State Performance Objective = 15.5%									
All Students	928	99.9	26.4	44.6	17.7	11.3	39.7	Yes	Yes
Gender									
Male	463	99.8	28.2	41.6	18.1	12.0	41.2		
Female	465	100.0	24.5	47.6	17.2	10.6	38.2		
Racial/Ethnic Group									
White	640	99.8	21.1	45.4	20.1	13.4	45.2	Yes	Yes
African American	264	100.0	39.3	44.4	10.5	5.9	25.1	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	20.0	20.0	40.0	20.0	70.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	784	99.9	21.4	45.7	19.9	13.0	44.7		
Disabled	144	100.0	53.4	38.9	5.3	2.3	12.2	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	927	99.9	26.3	44.7	17.7	11.3	39.7		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	925	99.9	26.2	44.7	17.7	11.3	39.8		
Socio-Economic Status									
Subsidized meals	410	100.0	37.1	41.1	13.9	7.9	31.9	Yes	Yes
Full-pay meals	518	99.8	18.3	47.3	20.5	13.9	45.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	317	99.1	41.6	33.6	23.1	1.7	24.8
	Grade 7	285	99.6	33.6	51.5	14.1	0.8	14.9
	Grade 8	313	97.8	34.9	51.1	12.2	1.8	14.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	329	100.0	38.1	41.2	17.3	3.5	20.8
	Grade 7	312	100.0	27.9	47.5	22.9	1.7	24.6
	Grade 8	287	99.7	24.8	57.6	15.8	1.8	17.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	317	99.7	26.0	41.7	19.8	12.5	32.3
	Grade 7	285	100.0	35.4	44.1	12.9	7.6	20.5
	Grade 8	313	99.7	31.9	49.6	13.8	4.6	18.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	329	100.0	24.2	41.2	21.1	13.5	34.6
	Grade 7	312	100.0	26.9	42.9	18.6	11.6	30.2
	Grade 8	287	99.7	29.5	50.4	12.9	7.2	20.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 942)				
Students enrolled in high school credit courses (grades 7 & 8)	27.2%	Down from 52.3%	14.7%	14.6%
Retention rate	8.2%	Down from 10.6%	2.8%	3.0%
Attendance rate	95.8%	Up from 94.2%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.4%		5.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		5.3%	5.3%
Eligible for gifted and talented	14.3%	Up from 11.4%	17.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.9%	Up from 13.9%	14.7%	13.9%
Older than usual for grade	7.0%	Down from 7.9%	3.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.4%	Down from 11.0%	1.0%	0.9%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 61)				
Teachers with advanced degrees	59.0%	Down from 59.7%	48.3%	48.7%
Continuing contract teachers	85.2%	Up from 82.3%	87.3%	81.7%
Highly qualified teachers**	96.0%	N/A	90.3%	90.4%
Teachers with emergency or provisional certificates	7.7%		4.5%	5.3%
Teachers returning from previous year	85.1%	Up from 84.0%	87.8%	85.1%
Teacher attendance rate	94.2%	Down from 94.6%	94.8%	94.8%
Average teacher salary	\$40,619	Up 2.5%	\$40,930	\$40,566
Prof. development days/teacher	7.9 days	Up from 7.2 days	10.8 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.8 to 1	22.3 to 1	21.3 to 1
Prime instructional time	88.9%	Up from 87.7%	89.6%	89.3%
Dollars spent per pupil*	\$5,774	Up 3.6%	\$5,666	\$5,821
Percent of expenditures for teacher salaries*	63.2%	Up from 62.4%	62.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.6%	Up from 70.1%	95.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.8%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

DuBose Middle School is a suburban 6th-8th school. The staff includes a principal, three assistant principals, 62 certified teachers, and 927 students. Our mission is to provide every person with the skills necessary to become a productive citizen by creating a learning environment where all students will learn at their highest potential.

DuBose has made every effort to address the intellectual, social, and physical needs of the students. "Journey to the Middle" offered support to sixth graders during their transition to middle school. During the school year, our students participated in a Community Mentoring Program with local businesses. All students were offered a variety of exploratory class choices. Grants totaling \$7,646.74 were awarded to three teachers. These grants made it possible for our 6th grade teachers to develop and implement integrated units for social studies and ELA on ancient civilizations and for an 8th grade teacher to purchase a Celestron Nexstar-8 GPS telescope. The telescope was used in "Star Parties" where students and parents were able to study the stars and the constellations. Students have also been provided the opportunity to participate in extracurricular activities, which include football, wrestling, basketball, and baseball.

DuBose received media recognition during the school year when an eighth grade teacher's application to ARIS was accepted, which enabled 20 eighth grade students to make an "exclusive" contact with the astronauts in the space station while our school community observed. Other recognitions included choral awards for the top performance for the Disney Marketplace and a superior rating for the SC Choral Festival, as well as our baseball team winning the conference and the championship tournament for 2003-04. The DuBose PTSA and SIC have helped to promote parental and community involvement. Both committees have been instrumental in helping DuBose purchase a school marquis, enabling communication of school events and celebrations.

The 2003 P.A.C.T. scores indicated substantial growth in mathematics and writing, while indicating a need for improvement in reading. Following are the areas of concern as measured by the state AYP objectives: the scores of African American males, low socio-economic students, and disabled students, as well as student attendance. Several strategies have been implemented to address these concerns and to promote growth in all academic areas. The John Hollingsworth's Explicit Direct Instruction Model has been implemented school-wide. The Lowcountry Writing Course was offered on site to reinforce writing instruction in all content areas. Additionally, P.A.C.T. data was used to identify below basic scoring students who were scheduled for the Read 180 Program, academic assistance labs, math tutorial class, and weekly remediation. In order to plan more effectively for standards-based instruction, teachers were provided a scheduled time for team, grade level, and content area planning. Calibration review from an outside source indicated a high correlation between the P.A.C.T. standards and classroom instruction at DuBose. Additionally, attendance incentives were awarded quarterly to promote daily learning.

DMS will continue to work diligently at being "Champions for Children."

Raymond A. Burke, Principal

Rose Hamrick, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	236	115
Percent satisfied with learning environment	79.2%	63.0%	79.8%
Percent satisfied with social and physical environment	90.6%	72.5%	71.3%
Percent satisfied with home-school relations	44.2%	76.5%	59.5%

*Only students at the highest middle school grade level at this school and their parents were included.